

Greenholm Primary School Curriculum



We are a school community where everyone is safe, respected and valued so that we can all achieve our best.

'Together, we believe to achieve'

Vision Statement

At Greenholm we want all learners to be happy, confident, articulate and secure so that they achieve high standards, make good progress and thrive.

Curriculum Intent

Our curriculum provides the knowledge, skills and learning experiences to prepare all our children to become aspirational, positive global citizens.

Greenholm Guarantee

We guarantee that, while at Greenholm, each child will have the following learning experiences:

- A social, moral, spiritual and cultural education which broadens children's awareness and understanding of the world and their place within it
- The chance to explore and appreciate the arts (discovering and experiencing the work of significant artists) and are given opportunities for creative expression
- Have an enquiry based approach to learning
- Opportunities to perform with confidence in a range of contexts. (Class assemblies/ performances)
- Acquire a deep knowledge and appreciation of significant geographical and historical facts

- Be equipped for their futures in a rapidly changing world recognising the importance of technology and science
- Value, celebrate and build on children's religious and cultural heritage and develop a sense of identity, including visits which promote an understanding and appreciation of local, national and international arts, culture and history
- Understand their rights and responsibilities in relation to the UN Convention on the Rights of the Child
- To learn the benefits of physically and emotionally healthy lifestyles by participating in high quality personal, social and health education including relationships and sex education.
- To be entrepreneurial, show initiative and understand how they can contribute positively locally, globally and internationally
- Know and understand the fundamental shared values of democracy, the rule of law, individual liberty and mutual respect and appreciation of those with different faiths and beliefs
- To understand equality and respect diversity
- Have outside learning experiences
- To learn about different cultures and communicate in a different language

ACHIEVERS

At Greenholm the 'Achievers' learning tools are at the heart of the curriculum. We believe they are the tools needed to help children learn.

A Aspirations

C Communications

H Having Resilience

I Investigating

E Evaluation

V Value and Respect

E Emotional Wellbeing

R Resourcefulness

S Social Skill

Communication

By the end of Foundation Stage...	By the end of Key Stage 1...	By the end of Lower KS2...	By the end of Upper KS2...
<p>*I can talk about things that I have done.</p> <p>*I can ask for things that I need.</p> <p>*I speak clearly so others understand me.</p> <p>*I know how to talk to new people I meet.</p> <p>*I show others my ideas through actions, pictures and words.</p> <p>*I show I have listened carefully to what others say by asking, answering questions or through my actions</p> <p>* I can listen to and follow instructions</p>	<p>*I am confident when I express my thoughts and feelings to others.</p> <p>*I know that communication is about listening as well as talking.</p> <p>* I know that ICT is another way of communicating my ideas.</p> <p>* I can discuss my learning with a partner, group and whole class.</p> <p>* I can speak clearly and take the listeners needs into account.</p> <p>*I can respond and comment on what others have said.</p> <p>*I can ask relevant questions.</p>	<p>*I know that I need to communicate differently in different situations.</p> <p>*I can participate effectively in group discussion.</p> <p>* I know how non-verbal communication is an effective way of communicating.</p> <p>*I can learn collaboratively - for example, when problem solving</p> <p>*I can explain my thinking to others.</p> <p>*I can follow up on what others say by saying whether I agree or disagree.</p>	<p>* I know how different forms of digital media can be used to views and feelings of other people.</p> <p>*I can adapt how I communicate to suit different audiences and different situations.</p> <p>*I can use vocabulary appropriately and for effect when speaking to an audience.</p> <p>*I use language in different ways; to question, clarify, describe and debate</p> <p>*I take into account other people's perspectives, intentions and wider context</p> <p>*I can actively listen for sustained periods of time.</p>

Evaluation

By the end of Foundation Stage...	By the end of Key Stage 1...	By the end of Lower KS2...	By the end of Upper KS2...
<p>*I can explain what I have done.</p> <p>*I can say what I like and I don't like.</p> <p>*I can say why I chose to do something.</p> <p>*I can say what went well and what didn't go well.</p> <p>*I can say what I am going to do next.</p>	<p>*I can say what I have found out.</p> <p>*I can learn from things that do and don't go well.</p> <p>*I can say what I'd do differently next time.</p> <p>*I can say why something has/hasn't gone well.</p> <p>*I talk about how I feel about my own and others' work.</p>	<p>*I know what I need to do to be successful.</p> <p>*I evaluate others' work to develop my own ideas.</p> <p>*I can tell you how I am going to apply what I have learned.</p> <p>*I support my views and judgements with evidence.</p>	<p>*I set my own criteria to show how I have been successful.</p> <p>*I see evaluation as a positive process.</p> <p>*I am a critical friend.</p> <p>*I evaluate and consider others' opinions to help inform my own.</p> <p>*I review and refine my ideas as I work through a task.</p>

Value and Respect

By the end of Foundation Stage...	By the end of Key Stage 1...	By the end of Lower KS2...	By the end of Upper KS2...
<p>* I know that people like and dislike different things.</p> <p>*I can say how I am similar and different to others.</p> <p>*I can say what I am good at.</p> <p>*I can give a compliment.</p> <p>* I can receive a compliment.</p> <p>*I have kind hands.</p> <p>*I can share.</p> <p>*I know how to look after the resources and equipment in school.</p>	<p>*I can identify role models.</p> <p>*I know what makes a good role model.</p> <p>*I have good manners when talking to and working with others.</p> <p>*I ask questions to find out about others.</p> <p>*I take care of my own and others possessions.</p> <p>* I listen to other peoples' ideas and opinions.</p> <p>*I know what is meant by 'fair'.</p>	<p>*I can accept others' mistakes.</p> <p>*I can offer others advice.</p> <p>*I know when I have done something well.</p> <p>*I can empathise with others.</p> <p>*I know the difference between fairness and equality.</p> <p>*I respect others' beliefs even if they are not my own.</p>	<p>*I can talk about my strengths.</p> <p>*I recognise and accept my mistakes.</p> <p>*I can make amends with others.</p> <p>*I can suggest ways in which conflict can be resolved.</p>

Emotional Wellbeing

By the end of Foundation Stage...	By the end of Key Stage 1...	By the end of Lower KS2...	By the end of Upper KS2...
<p>*I know the words I need to use to describe how I feel.</p> <p>*I am proud of myself when I do something well.</p> <p>*I stay calm when there are changes.</p> <p>*I know its okay to have uncomfortable feelings.</p> <p>*I can tell someone what I need.</p>	<p>*I know choices I make affect how I feel.</p> <p>*I know how I feel affects others.</p> <p>*I can tell you some things that make me anxious and things that calm me down.</p> <p>*I know a wider range of words to describe how I'm feeling.</p> <p>*I know what to do if I have uncomfortable feelings.</p>	<p>*I can say how I feel in new and different situations.</p> <p>*I can say one special thing about me.</p> <p>*I know I am responsible for own behaviour.</p> <p>*I have different strategies to manage my feelings.</p> <p>* I know how I treat others affects my own feelings.</p>	<p>*I know I have the power to change how I am feeling.</p> <p>*I know I am valued by others.</p> <p>*I can use a range of strategies to manage my feelings affectively.</p> <p>*I know changes in my body affect how I feel at different times.</p> <p>*I know we are all unique and special in our own ways.</p>

Approaching Problems/Investigating/Resourcefulness

By the end of Foundation Stage...	By the end of Key Stage 1...	By the end of Lower KS2...	By the end of Upper KS2...
<ul style="list-style-type: none"> • I try new things and don't give up if I can't do it. • I can use different ways to solve a problem • I use my senses to find out about new things. • I make models to help me solve problems. • I recognise when I have not chosen the right tools or ideas • I recognise my behaviour can cause or solve problems • I come up with different ideas to solve problems • I work with others to solve problems 	<ul style="list-style-type: none"> • I can choose the tools, ideas or strategies to solve problems. • I ask for help when solving a problem when I need it. • I check to see if I have chosen the right tools or strategies to solve a problem • I know there are different ways to solve a problem • I can plan the steps to solving a problem • I know my choices help or hinder the solution 	<ul style="list-style-type: none"> • I choose specific equipment and strategies to solve problems. • I work with others to choose the best way of solving a problem • I experiment with different approaches to solve a problem • I plan my approach to solving a problem in a systematic way. • I have different ways of solving problems. • I make the right choices to support problem solving 	<ul style="list-style-type: none"> • I plan and choose technical equipment to solve a problem • I solve a problem in different ways. • I break a problem down into smaller logical steps. • I check solutions using alternative methods • I change my problem solving strategies to suit different problems. • I continue to search for a solution even when different strategies have failed • I use a range of ICT resources to solve problems

Having Resilience/Aspire

By the end of Foundation Stage...	By the end of Key Stage 1...	By the end of Lower KS2...	By the end of Upper KS2...
<p>I can focus on and complete an activity I have been asked to do.</p> <p>I don't let others distract me.</p> <p>I am proud of myself when I have done something well</p> <p>I persevere with something even when I find it difficult.</p> <p>I take risks and try new things.</p> <p>I know how to deal with changes.</p> <p>I know when I need to ask for help.</p>	<p>I know things that I find easy and difficult to do.</p> <p>I know some things that stop me from doing my learning.</p> <p>I have an 'I can do' attitude.</p> <p>I can set myself a goal to achieve.</p> <p>I am proud of myself when I have achieved a goal.</p>	<p>I know ways in which I can overcome obstacles and barriers to my learning.</p> <p>I can resist distractions.</p> <p>I am motivated to achieve my best.</p> <p>I learn from my mistakes.</p> <p>I make the most of opportunities I am given.</p> <p>I celebrate my successes.</p> <p>I seek support and advice when needed.</p>	<p>I can set a challenge or goal, think ahead and consider the consequences for others.</p> <p>I can choose when and where to direct my attention and concentration.</p> <p>I know when to persevere and when to try something different.</p> <p>I can bounce back after a disappointment or when I have made a mistake or been unsuccessful.</p> <p>I can show flexibility when priorities change.</p> <p>I am committed to achieving my goals.</p>

Social Skills

By the end of Foundation Stage...

By the end of Key Stage 1...

By the end of Lower KS2...

By the end of Upper KS2...

I can share with others.

I can take turns.

I can join in with other children when playing a game.

I know how to be kind to others.

I understand why we have rules and can follow them.

I look at the person who is talking.

I listen to others.

I can help others.

I work well with others even when they have different ideas to me.

I give people time to talk and explain their ideas.

I recognise my own and other people's feelings and needs.

I can empathise with other people.

I know what my role is and what other people are when working with collaboratively.

I know how we can all work together to be successful.

I try to understand why other people might have different views and opinions to me.

I value everybody's ideas.

I know how to challenge and question people appropriately.

I use questions to probe other's thinking and understanding.

I know how to compromise with others to complete a task.

I know how to communicate effectively to different audiences in different situations.

Core Subjects

English

Our English curriculum provides pupils with the necessary knowledge, skills, vocabulary and understanding needed to be confident, articulate and creative in their written and oral communication.

Numeracy

Our maths curriculum gives pupils a deep, conceptual understanding of a topic, developing fluency, reasoning and problem solving through exploration, clarification, practise and application.

Science

Our science curriculum encourages children's inquisitive nature and fosters a healthy curiosity in children about the universe around them by teaching the knowledge, concepts, skills outlined in the national curriculum.

Non-Core Subjects

ICT/Computing

Our ICT curriculum ensures pupils are competent and confident in their independent use of ICT so they can communicate, be safe and apply their skills to current and emerging technologies.

Geography

Our geography curriculum provides pupils with the opportunity to discover, organize, interpret and be inquisitive about our present and the natural world so they become confident and articulate learners who are positive local and global citizens.

History

Our history curriculum provides pupils with the opportunity to explore, sequence, link and analyse the past so that they may understand and appreciate British and global history, engage with the present and help shape the future.

P.E.

Our Physical Education curriculum is designed to be enjoyable and provide children with opportunities to develop physical confidence in a way that promotes healthy, active lifestyles through equal opportunity learning experiences which encourage respect and fairness.

R.E.

Our Religious Education curriculum provides the knowledge and learning experiences of major religions and cultures, to encourage our children to embrace differences and similarities and become positive and respectful global citizens.

Music

Our music curriculum is designed to engage, inspire and progressively develop children's skills, self-confidence and creativity in the areas of musical appreciation (listening and discussing), performance, composition and recording and evaluating.

MFL

Our languages curriculum introduces children to another language in a way that is enjoyable and interactive while encouraging their confidence and creative skills to stimulate their curiosity about further language learning as part of their path to becoming positive global citizens.

Art

Our art curriculum inspires creativity, engages and challenges pupils by equipping them with the knowledge and skills to experiment and create their own works of art and understand the impact art has had on different times and cultures.

DT

Our design and technology curriculum inspires children to be creative and use flair and imagination to design and make products which solve real and relevant problems, considering their own and others' needs, wants and values.

PSHRE

At Greenholm Primary School, personal, social and health education (PSHE) supports our children to become independent, self-assured and responsible members of our community who are equipped to contribute as positive global citizens.

Whole School Curriculum Overview

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Year Group	Curriculum Intent - Our curriculum provides the knowledge, skills and learning experiences to prepare all children to become positive global citizens.					
	ASPIRATIONS EMOTIONAL WELLBEING SOCIAL SKILLS		VALUE AND RESPECT HAVING RESILIENCE COMMUNICATION		INVESTIGATION RESOURCEFULNESS EVALUATION	
PSHRE/UNICEF	Relationships		Health and Well-being		Living in the wider world	
Reception	All About Me PSED/ C&L/ People and communities focus	Festivals People and communities focus Seasons - Understanding of the world/Autumn	The Environment The World Around us Hot and Countries Materials Local Environment Health and Hygiene	Dinosaurs Being imaginative/ Media and materials focus	Animals	Superheroes Media and materials/ Being imaginative focus
Year 1	Mysteries History - Queen Victoria and schools in the past and present Geography - Greenholm Farm and the local area - maps and routes Science - Seasons/Plants Art - Collage with natural materials (Andy Goldsworthy) Sketching - Suing line to represent shape (LS Lowry)		Hot and Cold Places History - Roald Amundsen/Robert Scott and the race to the South Pole Geography - Comparing hot and cold places Science- Animals including Humans Art - Printing (Henri Rousseau) Digital art/ painting using 2simple (Claude Monet) DT - Construction (Moving pictures)		Fire History - The Great Fire of London Geography - London/ Greenholm Primary School -maps and routes Science - Everyday materials Art - Painting - colour mixing (Lieve Verschuijer) Junk Modelling - London landmarks DT - Construction (Model fire engine)	

	<p>DT - Food (Making an Autumn soup)</p> <p>Music - Composer - Vivaldi (Four seasons)</p> <p>To recognise and identify pitch, duration, tempo.</p> <p>To use sequence musical sounds using a simple structure e.g. A B A</p> <p>To recognise and explore a variety of sound sources (e.g. using body) and instruments.</p> <p>To listen to and discuss musical effects.</p> <p>To compose a piece of music</p> <p>To choose sounds for effect.</p> <p>To learn and perform songs, chants, raps.</p> <p>To identify feelings/emotions created by music</p> <p>RE - Religious symbols/books/Birthing Rites</p>	<p>Music - Unit outcome - Linked to animals and their habitat</p> <p>To be able to recognise the difference between beat and rhythm.</p> <p>To be able to identify a beat within a tune.</p> <p>To be able to recall and perform rhythmic patterns to a steady beat. To be able to identify high and low notes on a pitched instrument. To be able to compose and perform.</p> <p>To be able to change pitch in singing for an intended effect</p> <p>RE - Religious Stories/ What is special about you?</p>	<p>Music - Unit outcome - Linked to The Great fire of London</p> <p>To be able to create rhythmic patterns within a steady beat.</p> <p>To be able to identify dynamics within music.</p> <p>To be able to explain the effect of dynamics.</p> <p>To be able to identify the duration of sounds</p> <p>To sequence long and short sounds (duration).</p> <p>To be able to compose and perform to another audience.</p> <p>To be able to follow a conductor/band leader.</p> <p>RE - Being Thankful/ 5 Pillars of Islam/ What makes you happy?</p>
Year 2	<p>Heroes</p> <p>History - Significant historical figures such as Neil Armstrong and Florence Nightingale</p> <p>Geography - The continents of the world</p> <p>Science - Animals including Humans</p> <p>Art - Digital Art/ Manipulating images (Picasso)</p> <p>Printing/ Graphic Art - Fabric designs</p> <p>DT - Food (Healthy eating/Pizza)</p> <p>Music - Unit outcome: A Journey</p> <p>Example - Florence Nightingale's journey from England to Crimea</p> <p>To recognise the steady beat in a tune.</p>	<p>Our World</p> <p>History - Mahatma Ghandi and Mother Theresa</p> <p>Geography - Comparing the Isle of Coll to New Delhi</p> <p>Science - Plants/ Use of Every Day Materials</p> <p>Art - Collage - Combing materials (Van Gough)</p> <p>Modelling using clay - <i>Traditional Indian art - Madhubani</i></p> <p>DT - Construction (Design and make a model of a home)</p>	<p>The Seaside</p> <p>History - Victorian Seaside holidays</p> <p>Geography - The United Kingdom, its four countries and the surrounding seas</p> <p>Science - Living Things and their Habitats</p> <p>Art - Sketching - Shape and Texture (Leonardo de Vinci)</p> <p>Painting - Creating tones (<i>Jacqueline Marval</i>)</p> <p>DT - Textiles - design and make a picnic blanket for a seaside picnic</p>

	<p>To identify changes in timbre, dynamics and pitch in music</p> <p>Create long and short sounds (duration).</p> <p>To create visual symbols to represent sounds and structure (beginning, middle and end) of Indian Journey.</p> <p>Perform from pictures using tempo, dynamics, timbre and texture (focus on tempo and duration) to create effect.</p> <p>To listen to a range of high quality live and recorded music.</p> <p>To develop an understanding of melody/lyrics and their importance.</p> <p>To improvise simple rhythms.</p> <p>RE - The 10 Commandments/ What influence behavior?/Why do people give and receive presents?</p>	<p>Music - Unit Outcome: A day in the life of Mother Theresa/Ghandi or a day on the Isle of Coll or a day in New Deli.</p> <p>Composer: Jyotsna Srikanth: Music - Annapoorn</p> <p>To be able to perform simple patterns and accompaniments keeping to a steady pulse</p> <p>To use a variety of tuned and untuned instruments and voice to create texture.</p> <p>To use different musical elements to create mood and effects, especially timbre.</p> <p>To be able to compose and perform own music</p> <p>To use non-standard symbols to record compositions and use to</p> <p>To sing with expression.</p> <p>To sing in 2</p> <p>To describe texture and describe the layers within the music</p> <p>RE - How faiths respond to suffering/ Places of Worship/Hindu Worship</p>	<p>Music - Unit outcome: The sounds of the seaside</p> <p>To be able to recognise and perform simple rhythmic patterns.</p> <p>To be able to identify high and low sounds.</p> <p>To be able to respond to signals.</p> <p>To control changes in pitch and use them expressively.</p> <p>To describe music using key vocabulary.</p> <p>To compose and perform.</p> <p>RE - What Muslims believe about God/What is good about taking part?/Why is the Torah important to Jews?</p>
Year 3	<p>The Land Before Time</p> <p>History - The Stone Age, the Bronze Age and the Iron Age</p> <p>Geography - Stone age settlements, their location and features</p> <p>Science - Rocks/Forces and Magnets</p> <p>Art - Using line to represent shape using charcoal (Stone Age wall paintings)</p> <p>Sculpture - Combing shape to make modrock sculptures (Neolithic/Stone Age sculptures)</p>	<p>Invasions</p> <p>History - The Roman invasion and conquest of Britain</p> <p>Geography - Countries of Europe and the countries of the U.K.</p> <p>Science - Animals including Humans</p> <p>Art - Collage - Roman Mosaics</p> <p>Printing - Creating printing blocks to make Roman patterns</p> <p>DT - Food - Design and make a healthy sandwich</p>	<p>Settlements and Kingdoms</p> <p>History - Anglo-Saxons and Viking settlements and kingdoms</p> <p>Geography - Identifying and comparing the counties of the U.K.</p> <p>Science - Light/ Plants</p> <p>Art - Painting - Exploring different painting techniques/ colour mixing</p> <p>Digital Art - Manipulating photographs for effect (Georgia O'Keefe)</p>

	<p>DT - Mechanisms (pneumatics) Design and make a caveman toy</p> <p>Music - Recognise and use pitch to create intended effect.</p> <p>Recognise and play pentatonic scales.</p> <p>Use crotchets and rests.</p> <p>Create simple accompaniments to their tunes.</p> <p>Compose and perform with a group.</p> <p>Evaluate and improve their work.</p> <p>Sing songs with multiple parts</p> <p>RE - What do religions teach us about the environment?/ Identify the importance of sharing/ Why are pilgrimages important?</p>	<p>Music - Describe the quality of sounds created through layers (to listen to and describe musical effects).</p> <p>Use a variety of sound sources.</p> <p>Repeat a rhythmic pattern.</p> <p>Join several layers of sounds.</p> <p>Listen, with direction, to a range of high quality music.</p> <p>Confidently recognise a range of instruments.</p> <p>Find a beat within music.</p> <p>RE - What do religions teach us about honesty? /What is prejudice? /What makes a good friend? /Why are special events celebrated?</p>	<p>DT - Construction - Design and make a photograph frame</p> <p>Music - Composer study: Wilhelm Richard Wagner-Ride of the Valkyries</p> <p>Improvise rhythmic patterns.</p> <p>Recognise how tempo can affect the mood of music.</p> <p>Use tempo to create different moods.</p> <p>Record their music using symbols.</p> <p>Perform their compositions.</p> <p>Know what improvisation means.</p> <p>RE -What is courage? /What is stereotype? What is a visionary?</p>
Year 4	<p>Power and Places</p> <p>History - Ancient Sumerians and their key achievements</p> <p>Geography - Fieldwork Project "Is Greenholm situated in the right location?" Local study</p> <p>Science - Living things and their Habitats/ Electricity</p> <p>Art - Collage - Arranging a mixture of materials for effect (Eric Joyner)</p> <p>DT - Construction - Make a decorative light box.</p> <p>RE - To know asking questions in important/ How do different faiths</p>	<p>Chocolate</p> <p>History - The life and culture of the Ancient Mayans</p> <p>Geography - The Americas/Central America - Deforestation, farming and how land use has changed over time</p> <p>Science - States of Matter</p> <p>Painting - Using Paint to create mood (John Dyer)</p> <p>Sculpture - clay (Angela Schwer)</p> <p>DT - Food - Design and make their own chocolate bar.</p> <p>RE - Know what Sikhs believe about God/ How do we belong? / Know why forgiveness is important</p>	<p>Kings and Queens</p> <p>History - The monarchy during the Tudor era</p> <p>Geography - Fieldwork Project - The water cycle and rivers</p> <p>Science - Animals and Humans/ Sound</p> <p>Art - Sketching/ Self Portraits (Marcus Gheeraerts)</p> <p>DT - Textiles - Design and make a Tudor money pouch.</p> <p>RE - Know why rules are important / Know what influences people/ Understand what different religions teach about the creation</p>

	celebrate Harvest? /Know why prayers are important.		
Year 5	<p>To Infinity and Beyond</p> <p>History - The Ancient Greeks and Alexander the Great</p> <p>Geography - Greece and its historical landmarks</p> <p>Science - Forces/ Earth and Space</p> <p>Art - Sculpture/ Cycladic Sculptures using clay (Amedeo Modigliani and Henry Moore)</p> <p>Collage - Selecting materials, colours and techniques for effect (Henri Matisse)</p> <p>DT - Mechanisms - Design and make a crane that will lift objects.</p> <p>Music - Composer: Gustav Holst</p> <p>Use identify and respond to rhythmic and melodic patterns.</p> <p>Understand how sounds fit together to create an overall effect.</p> <p>Use symbols to represent different parts.</p> <p>Compose and perform using symbols to represent sounds.</p> <p>RE - Know what Buddhists believe about the world/ Know about the importance of sharing/ Understand the importance of being committed to something</p>	<p>Out of Africa</p> <p>History - Ancient Egypt and Tutankhamun</p> <p>Geography - Climate zones, biomes and trade links within Africa/Egypt</p> <p>Science - Living things and their habitats</p> <p>Art - Painting - Create a colour palette based upon colours observed in the natural or built world. Using watercolours and acrylic paints (Peju Alatise)</p> <p>Sketching - Portraits - <i>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</i> (Arinze Stanley Egbengwu)</p> <p>DT - Textiles - Design and make a t-shirt/hat/headband that has an African pattern.</p> <p>Music-Combine layers of sound and rhythmic patterns.</p> <hr/> <p>Use dynamics to create a particular effect. Write song lyrics and the accompaniment. Perform and evaluate compositions. Improve compositions</p> <hr/> <p>RE - Understand the link between and behaviour/ Understand qualities of a leader</p>	<p>Travelers</p> <p>History - Early Islamic civilization - Baghdad</p> <p>Geography - Countries of the world/ time zones/ trade routes old and new</p> <p>Science - Properties and changes of Materials</p> <p>Art - Printing - creating their own blocks/ building up layers to produce geometric patterns and designs</p> <p>DT - Food - Design and make their own bread.</p> <p>Music - Improvise melodic and rhythmic patterns.</p> <p>Use a range of sounds to create mood</p> <p>Vary pitch.</p> <p>Sequence metre into a structure.</p> <p>Recognise and use time signatures.</p> <p>Improve their compositions.</p> <p>Perform their compositions.</p> <hr/> <p>RE -Understand and compare ceremonies of birth and death/ Know how religions use creativity to worship/ Know how to react to an unfair situation</p>

Year 6	<p style="text-align: center;">World at War</p> <p>History - World War 1 and 2/ The Battle of Britain Geography - Science - Light/ Electricity Art - Mixed Media - Painting and Collage (J.M.W. Turner) DT - Food - Design and make a meal for an afternoon War Time tea dance. Music - Composer: by Walter Kent and Nat Burton There'll Be Bluebirds Over the White Cliffs of Dover (Vera Lynn) Recognise music from a historical era/cultural context Identify and use rhythmic patterns to accompany a steady pulse. Identify and explore relationships between sounds (including use of ICT). Identify and explain how pitch and tempo create mood. Compose, perform and evaluate. RE - Understand that there is prejudice and discrimination based on religion/ know why a civil society needs rules/ Know why pilgrimages are significant</p>	<p style="text-align: center;">Birmingham</p> <p>History - Evolution and development of Birmingham as a city over time/ locating and knowing where places are within Birmingham/ Historical enquiry - Exploring the history of different areas of Birmingham, and how they have developed over time. Geography - Comparing maps and rehearsing map skills previously taught. Science -Animals including Humans Art - Sketching/Drawing perspective (Photographer - Todd Walker) DT - Structures/Mechanisms/Electronics (Project over 2 terms) Build a model of the Birmingham library with wooden support structures, lights and motors Music - NO MUSIC RE -NO RE</p>	<p style="text-align: center;">Legacies</p> <p>History - chronology - legacies of eras and significant individuals studied over KS1 and 2. Historical enquiry - Find out about another era or other significant individuals that have left a legacy. Geography - Map work - what is the world's legacy? Drawing together all map work skills from Ks1 and 2. What world/legacy do we want to leave for the future? How should we treat our world/planet? Use of resources/environmental impact. Science - Evolution and Inheritance Art - Sculpture - Using frames and wire for stability DT - continued from Spring Term Music - Improvise melodic and rhythmic patterns. Recognise how different musical elements can be combined to create an effect (especially timbre and dynamics.) Record their compositions in a way that can be understood and read by others.</p>

			<p>Create and record simple compositions using formal notation. Improve compositions. Perform compositions.</p> <p>RE - Understand the sacrifice of Ramadam/ Know how religions celebrate the transisiton from childhood to adulthood/ Know why names are important/ Understand the concept of right and wrong</p>
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